SYLLABUS

MASTER OF ARTS (M.A.)

IN

ANCIENT INDIAN HISTORY, CULTURE AND ARCHAEOLOGY

SEMESTER III

(UNDER CBCS)

DECCAN COLLEGE
POST GRADUATE AND RESEARCH INSTITUTE
PUNE – 411 006 (INDIA)

(Declared as Deemed to be University under section 3 of UGC Act 1956)

2017
ARC 301: ART AND ARCHITECTURE OF INDIA (FROM 6TH CENTURY B.C.E. TO 6TH CENTURY C.E.)

Course Objectives
Students will be introduced to emergence and development of art traditions upto 6th century C.E.
Monuments will be studied in their cultural context.

Course Outcomes:
Students will able to understand the monuments in their religious, regional and stylistic context.
Students will be able to prepare plans of the monuments.

Unit 1: Introduction to traditions of Art and Architecture in India   (5 hrs)
  i. Introduction to Art and Architecture and prelude to historical art.
  ii. Art of the pre-Mauryan period.
  iii. Art and Architecture of Mauryan Period
  iv. Sources of Inspiration of Mauryan Art and Architecture: Foreign and Indigenous.

Unit 2: Emergence and Development of Structural Stupa Architecture   (10 hrs)
  i. Origin of Stupa Architecture.
  ii. Stupa Architecture - Pre-Mauryan and Mauryan periods.
  iii. North India, Central India, Deccan and Gandhara
  iv. Structural monasteries and Chaityas.

Unit 3: Emergence and Development of Rock-cut Architecture   (12 hrs)
  ii. Eastern India, Western Deccan, Eastern Deccan, Central India.

Unit 4: Emergence and Development of Temple Architecture   (08 hrs)
  i. Origin of Temple Architecture- Theoretical aspects.
  ii. Concept and symbolism of Temple.
  iii. Archaeological remains of structural temples.
  iv. Temple Architecture during the Gupta period.
  v. Temple Architecture during the Vakataka period.
Unit 5: Sculptural Art and Paintings - Emergence and Development (10 hrs)

i. Sculptural Art and Paintings - Concept and Symbolism.

ii. Terracottas, Ivories and Bronzes

iii. Paintings


v. Art during the Gupta-Vakataka period.

Unit 6: Field Visit and Practical Training (30 hrs)

i. Visit to Western Indian Rock-Cut caves

ii. Practical training of preparation of Plan

Recommended Readings:


ARC 302: ANCIENT INDIAN ICONOGRAPHY

Course Objectives:
The objective of this course is to introduce students to the iconography of the images of the different religious traditions of Hinduism, Buddhism and Jainism. The development of iconographic depictions in each of these traditions is also outlined.

Course Outcome:
Students learn about the different iconographic traditions in the Indian Subcontinent with concern to the religious ideas and trends.

Credits 5 core elective L (3): T (2): P (0)

Unit 1: Introduction to Iconography (5 hrs)
   i. Significance of iconographic studies, sources
   ii. Concept and symbolism of icon and image worship c. Origin and Antiquity of image worship in India
   iii. Iconometry
   iv. Text and image: Brief review of Ancient Indian Shilpa Texts and their role in development of iconography

Unit 2: Hindu Iconography (20 hrs)
   i. Emergence and development of Iconography of Vishnu: Sadharan murtis, incarnations, other important representations of Vishnu, Regional traits of Vaishnava iconography
   ii. Emergence and development of Iconography of Shiva: Anugraha murtis, Samhara murtis, Vishesh murtis, Regional traits of Shaiva iconography
   iii. Brahma, Ganesha, Surya, Karttikeya
   iv. Development of Iconography of Goddesses: Saptamatrikas, Durga, Lakshmi, Saraswati, Mahishsuramardini, Chamunda, Bhairavi, Regional traits of Shakti iconography
   v. Other Important divinities: Ashtadikpalas, Navagrahas
Unit 3: Buddhist Iconography (7 hrs)

i. Origin and development of Buddhist imagery
ii. Aniconic representation of the Buddha: Concept and meaning
iii. Origin of the Buddha image, various theories of the origin of Buddha image, Different iconographic forms
iv. Manushi and Dhyanani Buddhas
v. Bodhisattvas: Concept and symbolism, emergence and development of Bodhisattva images, Avalokiteshvara, Vajrapani, Maitreya, Manjushri
vi. Female Buddhist deities: Origin and development, Tara, Pradnyaparamita, Chunda, Bhrukuti, Marichi, Vasudhara, Mahamayuri, Hariti
vii. Important Buddhist Deities: Trilokyavijaya, Aparajita, Shambara, Jambhala

Unit 4: Jaina Iconography (5 hrs)

i. Origin and development of Jain images
ii. Ayagapatta
iii. Jaina Tirthankaras: Forms of Tirthankara images, Sarvatobhadra, Chaturvinshati
iv. Jaina Yakshas and Yakshinis: Ambika, Chakreshvari, Padmavati, Saraswati, Kubera

Unit 5: Miscellaneous iconographic forms (8 hrs)

i. Role and significance of minor deities in ancient religious setting
ii. Pastoral Deities
iii. Goddesses of Fertility
iv. Yakshas, Nagas
v. Vidyadharas, Gandharvas, Kinnaras
vi. Surasundaris and Mithun Shilpas
vii. Hero stones and Sati stones
viii. Composite animals
ix. Syncretic and Composite Iconic Forms: Origin, development and significance.

Recommended Readings:

   Groningen: Egbert Forsten.
   


xxxvii. Sahai, Bhagwant 1975. Iconography of Minor Hindu and Buddhist Deities. New Delhi


ARC 303: ANCIENT INDIAN EPIGRAPHY AND PALAEOGRAPHY

Course Objectives:
To learn Brahmi and Kharoshthi scripts.
To introduce prevalent language system.
To establish epigraphical records as one of the foremost sources in reconstruction of ancient Indian history.

Course Outcomes:
Students will be successfully able to decipher and read scripts; and date inscriptions with the help of paleographic features of the script.
Students will also understand the different usages of language.
After the successful completion of the course student will be able to interpret the inscription in its socio-politico-religio and economical context.

Unit 1: Introduction to Epigraphy and Paleography (5 hrs)

i. Epigraphy and Paleography: Terminology, Scope and Importance in Reconstruction of History
ii. Historiography of Epigraphic Studies
iii. Antiquity of Writing in Ancient India
iv. Materials and Techniques of Writing
v. Theories of Origin of Brahmi and Kharoshthi Scripts
vi. Brahmi and Kharoshti Scripts: Orthography and Decipherment of letters and Numerals

Unit 2: Edicts of Ashoka (10 hrs)

i. Nature, Geographic Distribution, Categories and Language
ii. Decipherment of Major Rock Edicts (Girnar Version) Nos. I, II, IV, VI, IX and XII

Unit 3: Calendrical Systems in Ancient India (8 hrs)

i. Dates and Chronograms
ii. Eras: Vikrama, Shaka, Kalchuri- Chedi and Gupta Eras
Unit 4: Study of Inscriptions of Historical and Cultural Importance

*(Need to be classify)*

(20 hrs)

i. Sohgaura Copperplate Inscription  
ii. Besnagar Garuda Pillar Inscription of Heliodorus  
iii. Hathigumpha Inscription of Kharavela  
iv. Naneghat Inscription of Naganika  
v. Nasik Cave Inscription of Nahapana  
vi. Nasik Cave Inscription of Vasithiputa Pulumavi, 19th Regnal Year  
vii. Junagarh Inscription of Rudradamana  
viii. Nagarjunikonda Inscription of Virapurisadatta, 6th Regnal Year  
ix. Chatrayashthi inscription of Kaniska I  
x. Mathura inscription of Huviska  
xi. Allahabad Prashasti of Samudragupta  
xii. Mathura Inscription during the Reign of Chandragupta II, GE 61  
xiii. Poona Plates of Prabhavatigupta  
xiv. Indore Plates of Pravarasena II, 23rd Regnal year  
xv. Aihole Inscription of Pulakesin II  
xvi. Bansakheda copper plate of Harshavardhana

Unit 5: Method of Inscription Decipherment:  

(2 hrs)

Practical Training of Estampage Technique

Recommended Readings:


xii. Lüders, H. 1912. *A List of Brahmi Inscriptions from the Earliest Times to About A.D. 400 with the Exception of those of Asoka.* Appendix to Epigraphia Indica Vol. X.


ARC 305: INTRODUCTION TO WORLD PREHISTORY

Course Objectives:
The objective of this course is to provide an overview of the major developments in Prehistory in the different parts of the world.

Course Outcomes:
Students gain a global perspective on Prehistoric studies and can better appreciate the role of India in the global context.

Unit 1: Background to the study of World Prehistory (4 hrs)

i. World Prehistory: aims and scope of the paper
ii. Introduction: chronological phases and terminologies adopted for the study of various cultural phases in different regions
iii. Background to the fossil and genetic evidence
iv. Introducing theories and debates related to hominin behavior
v. Debates on the timing and nature of population dispersals

Unit 2: Africa (6 hrs)

i. Background to the geography, palaeoenvironments, fossil and genetic record
ii. The Earliest Palaeolithic assemblage of Africa: The Oldowan
iii. The Acheulian
iv. The Middle Stone Age
v. The Later Stone Age

Unit 3: Europe (6 hrs)

i. Background to the geography, palaeoenvironments, fossil and genetic record
ii. The Earliest Palaeolithic evidence
iii. The Acheulian
iv. The Middle Palaeolithic
v. The Upper Palaeolithic
vi. The Mesolithic

Unit 4: West and Central Asia (8 hrs)

i. The Earliest Palaeolithic evidence
ii. The Acheulian
iii. The Middle Palaeolithic
iv. The Upper Palaeolithic
v. The Epipalaeolithic

Unit 5: East Asia (6 hrs)

i. The Earliest Palaeolithic evidence
ii. Acheulian/Acheulian-like assemblages and other Middle Pleistocene assemblages in China
iii. The Middle Palaeolithic
iv. Upper Palaeolithic and Microblade assemblages and Earliest Pottery
Unit 6: Spread of humans to Australia, North and South America (6 hrs)

Unit 7: Recent theories and debates on human origins, dispersals and behavior (3 hrs)

Unit 8: Origin and Spread of Modern Humans (4 hrs)
   i. Early evidence in Africa
   ii. Early Modern Humans in the Middle East
   iii. Archaic humans

Unit 9: Indian Palaeolithic in the Global context (2 hrs)

Recommended Readings:

Books:
Schick K. D. and N. Toth (eds), 2006. The Oldowan: Case Studies into the earliest Stone
Age. Gosport: Stone Age Institute.

xiii. Sharon, G. 2007. Acheulian Large Flake Industries: Technology, Chronology, and
Significance. BAR international series. Oxford: BAR.

Research Papers:

and Modern Humans in Western Asia. Edited by T. Akazawa, K. Aoki, and O. Bar Yosef,

31:363-393.

iii. Bar-Yosef, O. and A. Belfer-Cohen 2013. Following Pleistocene road signs of human

period in Retrospect. Bulletin et Mémoire de la Societee d'Anthropologie de Paris, 2, série
13:269-289.


Oldowan reduction sequences: methodological considerations. Journal of Archaeological
Science 35:2153-2163.

and R. Potts. 2008a. Oldowan behavior and raw material transport: perspectives from the

viii. Bridgland, D. R., P. Antoine, N. Limondin-Lozouet, J. I. Santisteban, R. Westaway, and
M. J.

ix. White. 2006 The Palaeolithic occupation of Europe as revealed by evidence from the rivers:

x. Diez-Martin, F. 2006. After the African Oldowan: The Earliest Technologies of Europe, in
The Oldowan: Case Studies into the Earliest Stone Age. Edited by N. Toth and K. Schick,

Quaternary Science Reviews 20:277-299.


ARC 306: ENVIRONMENTAL ARCHAEOLOGY (BIOARCHAEOLOGY)

Course Objective:
To understand what is environmental archaeology, and its sub-branches; role of domestication of plants, animals and its consequences on human life; Basis of Taxonomy and to understand the process of fossilization and their use in palaeo-environmental studies.

Course Outcome:
On successful completion of this course students will have better understanding of the bioarchaeological approaches. They will understand the domestication process and how it can be used for archaeological interpretations. It will also help them to know the scope of palaeobotany, archaeozoology, fossil studies and histological studies.

Unit 1:  
i. Environmental Archaeology: Definition and scope (4 hrs)  
ii. Changing nature of the discipline  
ii. Branches related to Environmental Archaeology

Unit 2:  
i. Ecology: Definition; Environmental System (5 hrs)  
ii. Positive and negative feedback  
iii. Intra and inter-species relationships  
iv. Basic principles of population biology  
v. Plant and animal responses to changing environment

Unit 3:  
i. Theories of Plant domestication and Origin of Agriculture (10 hrs)  
ii. Early agriculture Old and New World  
iii. Impact of agriculture on development of civilization  
iv. Phytolith and coprolite analysis

Unit 4:  
i. Taxonomy of the animal kingdom (06 hrs)  
ii. Classification of Vertebrates and Non-Vertebrates  
ii. Fossils, process of fossilisation  
iv. Significance of fossils: commercial and palaeobiological  
v. Historical Developments in palaeontology  
vi. Fossils and Folklores  
vii. Animals as seen in rock art  
viii. Animals in art and iconography.

Unit 5:  
i. Palaeontology and past environmental interpretation (04 hrs)  
ii. Microvertebrates: Taxonomy, palaeoenvironment and ancient subsistence  
iii. Pleistocene vertebrate fauna of India: new evidence  
v. Taphonomy
Unit 6:  
i. Archaeozoology: definition and scope  
ii. Archaeozoological techniques  
iii. Quantification- NISP, MNI, weight, metrical studies  
iv. Ageing and sexing methods  
v. Animal domestication its theories, origins and aspects  
vi. Holocene faunal record from archaeological sites in India  

(10 hrs)

Unit 7:  
a. Dental and Bone Histology  
b. Archaeomalacology and Archaeoichthiophy  
c. Biomolecules in archaeology and palaeontology  

(6 hrs)

Recommended Readings:


Sathe, Vijay. 2003. Taxonomic interpretations of tooth enamel ultrastructure in cattle and buffalo. *Archives of the Comparative Biology of Tooth Enamel* (Published by the Association for Comparative Biology of Tooth Enamel, Hokkaido University Graduate School of Oral Medicine, Sapporo, Japan) 8, 28-35.

Sathe, Vijay. 2005. Functional interpretations of tooth enamel ultrastructure in large herbivores. *Archives of the Comparative Biology of Tooth Enamel* (Published by the Association for Comparative Biology of Tooth Enamel, Hokkaido University Graduate School of Oral Medicine, Sapporo, Japan) vol. 9, pp. 31-38.


ARC 308: ADVANCED ARCHAEOLOGICAL THEORY AND RESEARCH METHODOLOGY

Course Objectives:
The primary objective of this course is to introduce the major theories used in archaeology. The objectives are:

(1) To provide a methodological foundation for archaeological interpretation, as well give an idea of global perspective on changes occurring in the discipline.

(2) To introduce analytical processes developed by different schools of archaeological thought, and the range of approaches currently available in studying material culture.

(3) To introduce the process of research in a formal way, techniques of report writing and presentation skills.

Course Outcomes:
By the end of the course students will be able to:

(1) Understand basic features of various theories and thoughts used in archaeological interpretations

(2) Formulate a research proposal and decide on appropriate materials and methods of analysis

(3) Present the findings and the process of conducting research in written and verbal formats.

Unit 1: Introduction to Trends in Archaeological Theory (9 hrs)

i. Importance of theory in archaeology

ii. Changes in archaeological theory: from culture-historical perspective

iii. New archaeology and related developments

iv. Middle Range theory, Behavioral archaeology and ethno archaeology

v. Beyond New archaeology: introduction to contemporary theories.

Unit 2: Epistemology and Philosophy of Science (8 hrs)

i. Knowledge theories before emergence of science

ii. Nature and types of knowledge:

iii. Rationalism, positivism, empiricism and critical theory

iv. Realism and relativism
Unit 3: Post-Processual Perspectives (10 Hrs)
   i. Structuralism
   ii. Post-structuralism: Deconstructionism
   iii. Marxist archaeology
   iv. Gender archaeology: Feminism
   v. Post-modernism

Unit 4: Fundamentals of Logic (5 hrs)
   i. Induction and Deduction
   ii. Hypothetico-Deductive Method
   iii. Inductive-Statistical Method
   iv. Analogy
   v. Fallacies

Unit 5: Research process (7 hrs)
   i. Seven Stages of research process
   ii. Types of research designs
   iii. Variables and sampling
   iv. Virtues of a researcher
   v. Writing a Research proposal

Unit 6: Report Writing and Presentation (6 hrs)
   i. Types of presentations
   ii. Structure of dissertation and thesis
   iii. Style of writing: what to do and what not to do
   iv. Poster Presentation
   v. Public/Oral Presentation

Recommended Reading:


xx. Paddayya, K. 2016. Revitalizing Indian Archaeology. Two volumes. Delhi:


ARC 310: HARAPPAN CIVILIZATION

Course Objectives:
The objective of this course is to look at the detailed archaeological record of the Harappan civilization, the earliest in the Indian subcontinent.

Course Outcome:
Students gain familiarity with the rise and decline of the Harappan Civilization, its regional extent and variation and the nature of its cities and material remains.

Unit 1: Civilization (7 hrs)
   i. Definition and various characteristic features
   ii. Research on the Harappan Culture- Pre Independence and Post independence era a theoretical approach.

Unit 2: Pre/Early Harappan cultures of (15 hrs)
   i. Pakistan
   ii. India

Unit 3: Mature Harappan (20 hrs)
   i. Geographical Distribution and Settlement Pattern
   ii. Harappan Domains system
   iii. Public and Private Architecture
   iv. Trade Hinterland and overseas, trade mechanism, transport facility, craft specialization etc.
   v. Harappan script various theories about the decipherment, and the present status.
   vi. Social, Political, Religious and Economic organization
   vii. Subsistence of the Harappans plant and animal diet, agriculture and agriculture system, water management, exploitation of natural resources, etc.

Unit 4: Decline and the Late Harappan (5 hrs)
   i. Various factors and theories about the Harappan Decline and consequences
   ii. Late Harappan phase in Sindh, Cholistan, Haryana, Punjab, Gujarat and Western U.P.
   iii. Harappan legacy
Recommended Readings:


xxxvi. Shirvalkar, P. 2013. Pre and Early Harappan Cultures of Western India with special Reference to Western India. Delhi: Agamkala Prakashan.


ARC 311: INTRODUCTION TO MUSEOLOGY

Course Objectives:
The objective of this course is to introduce students to the purpose and functioning of museums. The importance of museums in linking archaeology with public education is stressed.

Course Outcomes:
Students learn the basic functions of museums and their activities. Conservation, education, exhibition collection, documentation and research and legislation relating to museum are the major topics students learn about.

Unit 1: Definition and Functions of Museum (4 hrs)
i. Definition of Museum,
ii. Aims and functions of Museum.
iii. Museums in the age globalization
iv. Types of Museums and their classification

Unit 2: Collection, Documentation and Research (6 hrs)
 i. Aims, methods and ethics of collection.
 ii. Documentation: identification, classification, accessing, cataloguing, indexing, data processing, information retrieval, computerization, insurance of museum objects, accessing photographic record of museum collection.
 iv. Research in museum, examples of museum contribution to research, research facilities.

Unit 3: Museums in India; Their History, Collection and Other Activities (5 hrs)
 ii. Indian Museum, Kolkata.
 v. Indira Gandhi Rashtriya Manav Sangrahlaya, Bhopal.
Unit 4: Museum Architecture and Exhibition; (6 hrs)

i. Planning and maintenance of museum building, public and service area.
ii. Lighting in relation to museum architecture and exhibition.
iii. Storage of reserve collection and problems of security.
iv. Kinds of exhibition, planning and programming of exhibition – special, temporary, circulating and permanent, methods of grouping and installation, various stages of planning, role of designer.
v. Display techniques.

Unit 5: Museum Education (6 hrs)

i. General theories and principles of museum communication.
ii. Museum and the public, public facility, educational, scientific, and cultural responsibility of museum knowledge of the community and museum audience.
iii. Extension programme, mobile museum, workshops, fieldtrips, radio and television.

Unit 6: Conservation and Preservation (6 hrs)

i. Types of museum material.
ii. Climatology, Deterioration factors – their recognition and control, climate and environment; light, insects, microorganisms, atmospheric pollution, curatorial responsibilities in preservation and conservation.
iii. Conservation of organic material such as manuscripts, wood, paper, ivory and bone objects.
iv. Conservation of inorganic material such as stone, terracotta, glass and metal.
v. Conservation of biological material, plants and animals.

Unit 7: Professional Organizations related to Museums (3 hrs)

i. International Council of Museums (ICOM)
ii. Museums Association of India (MAI)
iii. Special bodies related with Museum.
iv. Information about various Museology courses in India.

Unit 8: Museum Administration (6 hrs)

i. Museum staff and their duties.
ii. Museum finance and general maintenance
iii. Museum and Public Relations, visitors facilities
iv. Supervision and security.
Unit 9: Legislation Concerning Museums (3 hrs)

i. The Indian Treasure-Trove Act 1878.

Recommended Readings:

ii. Research Laboratory for Conservation of Cultural Property.
ix. Prakashan.

ARC 312: CULTURAL HERITAGE MANAGEMENT

Course Objectives:
The objective of this course is to introduce students to the key concepts of Heritage management, including the definition and scope of the subject and its implementation in the Indian context.

Course Outcomes:
Students are prepared in this course with the issues related to Heritage management.

Unit 1  a. Heritage: Definition and scope  
          b. Types of Heritage cultural and Natural  
          c. Need for preservation and conservation of heritage  
          5 hrs

Unit 2  a. World Heritage Movement  
          b. Role of International Organizations, e.g. UNESCO World Heritage Monuments  
          c. World Heritage Monuments in India  
          10 hrs

Unit 3  a. History of Cultural Heritage in India  
          b. Role of Government bodies  
          c. Indian Legislation about Cultural Heritage  
          d. Role of Non-Government Organizations and Universities  
          10 hrs

Unit 4  a. Heritage Management: Policy and Practice  
          b. Developmental issues and their impacts  
          c. Impact of natural factors, e.g. natural calamities  
          d. Illegal trade of art objects and smuggling  
          10 hrs

Unit 5  a. Public participation in preservation of cultural heritage  
          b. Enhancing public awareness: formal and non-formal  
          c. education Tourism and cultural heritage  
          10 hrs
Recommended Reading:


